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ABSTRACT

Teaching special students in social studies classes is the topic of this annotated bibliography. The following kinds and amounts of materials are cited: (1) 12 citations from "Resources in Education" (RIE); (2) 18 citations from "Current Index to Journals in Education" (CIJE); (3) 31 commercially available "Student and Teacher Materials" (18 student resources and 13 teacher resources); and (4) 5 related professional organizations that may prove helpful in this area. (DC)

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REFERENCE SHEET ON SOCIAL STUDIES FOR SPECIAL LEARNERS

ERIC Clearinghouse for Social Studies/Social Science Education Boulder, CO

FROM ERIC/ChESS TO YOU . . .

This reference sheet is provided as a service of ERIC/ChESS. It is intended to indicate the variety of useful materials available by listing a sampling of current materials and resources representing various educational strategies and a diversity of developers or publishers. It is our hope that this document will assist you to broaden your search for appropriate, stimulating, and pedagogically sound educational materials. We welcome your interest and hope that ERIC/ChESS may be of further service to you in the future.

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If you have any further questions or need information on any topic in the area of social studies/social science education, please let us know by letter to ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302, or by phone (303) 492-8434.

CONTACT A PROFESSIONAL ORGANIZATION

Association for Children and Adults with Learning Disabilities
4156 Library Road
Pittsburgh, Pennsylvania 15234

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Foundation for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Mainstream
1200 15th Street, N.W.
Washington, D.C. 20005

Parents Campaign for Handicapped Children and Youth
Closer Look
Box 1492
Washington, D.C. 20013

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JOURNALS

Newsletters and publications are available from the above organizations.

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December 1982

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ED 213 720. A CONCEPTUAL FRAMEWORK AND PRACTICAL APPLICATIONS TO HELP TEACHERS ACCOMMODATE SPECIAL STUDENTS, by Joan Duff Kise and Alice Dozier Darr. 1981. 15 pp. EDRS price: MF01/PC01 plus postage.

This document presents guidelines to help teachers establish a framework for dealing successfully with mainstreamed students. It also discusses practical techniques that are useful for teaching students with below normal reading aptitude and skills; these techniques include the use of audiovisual materials, art, music, and drama in assignments and presentations.

ED 213 705. TEACHING STRATEGIES FOR EFFECTIVE MAINSTREAMING, by Mary Jeanne Munroe. 1982. 48 pp. EDRS price: MF01/PC02 plus postage.

This document presents findings from research studies on teacher attitudes, behaviors, and skills that provide a successful model for interaction in a mainstreamed classroom. Instructional behaviors include learning involvement, individual help, latency, probing, and questioning. Individual regard behaviors involve feedback, encouragement, listening, acceptance, and touching. Managerial behaviors are monitoring, structuring comments, task orientation/ expectation, transitions, and desist.

ED 213 240. MANUAL FOR TEACHERS OF STUDENTS WITH LEARNING DISABILITIES, by Ian I. Dow and others. 1981. 507 pp. EDRS price: MF02/PC21 plus postage. Also available from Publications Centre, 880 Bay Street, 5th Floor, Toronto, Ontario M7A 1N8 Canada ($15.00).

This manual provides regular teachers with information, methods, and techniques needed to deal more effectively with a learning disabled child in the regular classroom. Chapters focus on topics such as the general syndrome of learning disability (LD), how LD affects various areas of development, effective approaches to teaching, and an overview of remedial procedures for teaching reading, spelling, handwriting, and mathematics. A list of tests and materials and a glossary of terms in the field of LD are also included.

ED 213 196. TEACHING HANDICAPPED STUDENTS SOCIAL STUDIES: A RESOURCE HANDBOOK FOR K-12 TEACHERS, edited by Terry Shaw. 1981. 64 pp. EDRS price: MF01 plus postage; PC not available from EDRS. Available from the National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 ($7.50, stock no. 3180-6-00).

This collection of articles was developed to help regular and special education teachers teach social studies to handicapped students in the mainstreamed setting. The articles focus on topics such as "Teaching Strategies for Middle-Level Handicapped Students," "Modifying Study Guides, Practice and Tests for Students with Learning Difficulties at the Secondary Level," "Improving the Handicapped Student's Self-Concept--Classroom Strategies," and "Teaching Social Studies to Low-Achieving Students in the Secondary School."

ED 213 169. LEARNING STYLES OF SPECIAL NEEDS STUDENTS. INSTRUCTOR'S BOOKLET. PROJECT: LEAST RESTRICTIVE ENVIRONMENT. MCC INSERVICE TRAINING PROJECT FOR REGULAR CLASSROOM TEACHERS, by Mary Jo Riddle and Patricia M. Sauter. 1980. 33 pp. EDRS price: MF01/PC02 plus postage.

This instructor's manual was designed for an inservice training workshop on the learning styles of mainstreamed special needs students. It discusses input learning modalities and summarizes suggestions for working with mainstreamed secondary students in such areas as study skills, note-taking, and mathematics.

ED 205 479. MAINSTREAMING: MAKING IT WORK IN YOUR CLASSROOM, edited by Catherine Morsink. 1981. 89 pp. EDRS price: MF01/PC04 plus postage.

This teacher's manual includes materials and descriptions of methods developed for the elementary school teacher who deals with mildly mentally retarded children in the regular classroom. The first chapter presents ideas about managing the classroom learning environment, and the second chapter describes reading activities for the child who reads below grade level. The third chapter suggests ways to work with handicapped children in spelling and writing, and the fourth chapter addresses the teaching of math.

ED 203 540. A TRAINER'S MANUAL OF GUIDELINES FOR ESTABLISHING A TEACHER-MADE MATERIALS WORKSHOP, by Carolyn Spearman and others. 1980. 42 pp. EDRS price: MF01/PC02 plus postage.

This manual contains guidelines for conducting a workshop to help regular educators with methods, techniques, and teacher-made materials ideas for the special child in the regular classroom. Sections address preparation for the workshop, content description, and research implications for construction and use of instructional materials. Sample instructional activities are also provided.

ED 202 185. HANDICAPISM AND EQUAL OPPORTUNITY: TEACHING ABOUT THE DISABLED IN SOCIAL STUDIES, by James P. Shaver and Charles K. Curtis. 1981. 86 pp. EDRS price: MF01/PC04 plus postage. Also available from Foundation for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($6.95).

This reference text is designed to help junior and senior high school teachers integrate teaching about the handicapped into the social studies curriculum. Chapters focus on major reasons for including handicapism in the social studies curriculum, simulation activities that encourage greater understanding of specific handicaps, student projects for studying handicaps, and approaches to evaluating student attitudes and knowledge regarding handicapped persons.

ED 186 346. MAINSTREAMING IN THE SOCIAL STUDIES. BULLETIN 62, edited by John G. Herlihy and Myra T. Herlihy. 1980. 105 pp. EDRS price: MF01 plus postage; PC not available from EDRS. Available from National Council for the Social Studies, 3501 Newark Street, N.W., Washington, D.C. 20016 ($4.95).

This bulletin was designed to give classroom teachers practical advice on dealing with problems that have resulted from the passage of Public Law 94-142. Chapters focus on the definition of mainstreaming and philosophy behind it, various modes of instruction used in mainstreamed classes, how to organize and present social studies in a mainstreamed class, and sources of additional information regarding mainstreaming.

ED 165 834. GAMES AND SIMULATIONS IN DEVELOPMENTAL EDUCATION, by Jerry B. Clavner. 1977. 36 pp. EDRS price: MF01/PC02 plus postage.

This paper asserts that developmental education activities should attempt to provide experiences which do not hold the student back from the normal flow of learning and which use processes already in the student's repertoire. The author states that virtually all areas of developmental instruction can be supplemented with games and simulations. Criteria for designing and using games are given.

ED 149 271. GUIDELINES FOR DEVELOPING RESOURCES FOR LOW-READING-LEVEL CONSUMERS, by Mary Jo Oldham. 1976. 150 pp. Available only from University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (MF-$7.50; Xerography-$15.00, order no. 77-6246).

This study presents guidelines designed as references to help professionals and paraprofessionals create new sources or modify existing materials to meet the changing needs, interests, and abilities of persons with reading problems. A four-step procedure used to validate the materials indicated that the guidelines were both useful and needed.

ED 133 247. PRIDE IN THE SOCIAL STUDIES: REPORT OF A PROGRAM FUNDED THROUGH ESAA. THE EMERGENCY SECONDARY AID ACT, Anne Arundel County Board of Education, Annapolis, Maryland. 1976. 61 pp. EDRS price: MF01/PC03 plus postage.

The social studies component of a secondary-level interdisciplinary project, Personalized Reading Interdisciplinary Development for Everyone (PRIDE), is described. Intended for use as an individualized approach for the slow learner, PRIDE encourages students with reading difficulties to tutor two mornings a week in elementary classrooms and attend smaller high school classes the other three days. Topics in social studies focus on teaching the poor reader social studies, map skills, and human relations.

JOURNAL ARTICLES

Annotations of articles from journals covered in the ERIC system follow. All annotations appear in the Current Index to Journals in Education (CIJE), which is published on a monthly basis and is available at libraries throughout the country. In those cases where the journal annotation is not sufficient and the reader wishes to read the original article in its entirety, the reader must locate the appropriate issue of the journal in a library or on the newsstand. School, university, and public libraries are particularly good sources. If noted, reprints are available from University Microfilms (UMI), P.O. Box 1764, Ann Arbor, MI 48106.

EJ 257 107. "Social Studies for the Hearing Impaired: The State of the Art," by Cynthia Szymanski and Mary Semler Paul. THEORY AND RESEARCH IN SOCIAL EDUCATION, volume 9, number 3, pp. 61-72, Fall 1981. Reprint available from UMI.

The authors present the results of a survey in which they contacted 181 public and private schools listed in the "American Annals of the Deaf" to determine the state of the art of social studies education for the hearing impaired.

EJ 249 245. "Motivating Poor Readers in Social Studies," by Susan L. Lawrence. GEORGIA SOCIAL SCIENCE JOURNAL, volume 12, number 2, pp. 18-21, Spring 1981.

This article contains a variety of instructional suggestions that can aid high school students in social studies classes in overcoming reading difficulties. Among the suggestions are helping students strengthen self-concepts, serving as role models, and stressing study skills.

EJ 247 829. "History Textbooks for Poor Readers--At What Cost," by Allen Smith. INDIANA SOCIAL STUDIES QUARTERLY, volume 33, number 3, pp. 107-115, Winter 1980-81. Reprint available from UMI.

The author analyzes seven junior high school American history textbooks for slow readers for weaknesses in historical explanations, causal-effect relationships, background, and synthesizing information, specifically when depicting the Civil War and the Great Depression.

EJ 246 377. "Improving Slow Learners' Self-Esteem in Secondary Social Studies Classes," by Charles K. Curtis and James P. Shaver. JOURNAL OF EDUCATIONAL RESEARCH, volume 74, number 4, pp. 217-223, March-April 1981. Reprint available from UMI.

This article describes a program that increased the self-esteem of slow learners in secondary social studies classes. It included components such as intellectually challenging materials and activities and positive feedback from significant others.

EJ 244 734. "Slow Learners' Attitudes toward Fundamental Freedoms," by Charles K. Curtis. JOURNAL OF SOCIAL STUDIES RESEARCH, volume 5, number 1, pp. 35-39, Winter 1981. Reprint available from UMI.

This article reports a study that compared slow learners' attitudes toward the freedoms described in the Canadian Bill of Rights with those of vocational and academic students. As a group, slow learners scored significantly below vocational and academic students.

EJ 235 203. "Are They All Alike? History Textbooks for Poor Readers," by Allen Smith. SOCIAL STUDIES, volume 71, number 5, pp. 199-204, September-October 1980. Reprint available from UMI.

The author discusses a study to ascertain the historical viewpoints of junior high school American history textbooks written below the junior high level. Findings indicated that not all textbooks are alike.

EJ 232 220. "Using Classroom Token Economics as Instructional Devices," by Sam Minner and Richard Knutson. TEACHING EXCEPTIONAL CHILDREN, volume 12, number 4, pp. 167-169, Summer 1980.

This article discusses the use of a token economy in teaching students with special needs. It outlines the steps in establishing a token economy and presents activities that develop related skills; examples are the use of charge cards and a classroom bank.

EJ 230 252. "Curriculum Adaptations and Modifications for Culturally Diverse Handicapped Children," by Helen P. Almanza and William J. Mosley. EXCEPTIONAL CHILDREN, volume 46, number 8, pp. 608-614, May 1980.

This article discusses how curriculum methods and materials need to address the values, individual traits, and learning styles of the handicapped child with racial or ethnic differences.

EJ 222 547. "An Alternative for Poor Readers in Social Science," by John Tyo. SOCIAL EDUCATION, volume 44, number 4, pp. 309-310, April 1980. Reprint available from UMI.

This article describes a study to determine the effects of furnishing taped alternatives to textbook learning in social studies classes at the junior high level. The results indicated that listening alternatives are useful addenda to instruction in social studies classes.

EJ 222 546. "Slow Learners and the Study of Contemporary Problems," by Charles K. Curtis and James P. Shaver. SOCIAL EDUCATION, volume 44, number 4, pp. 302-309, April 1980. Reprint available from UMI.

The authors suggest that investigation of contemporary problems be included in social studies/citizenship education programs and stresses the relevance of contemporary problems to social studies curricula for slow learners. They review literature pertaining to citizenship education and discuss research to determine the effects of a study of contemporary issues on reading comprehension.

EJ 206 927. "Social Studies and the Elementary Education Slow Learner," by P.K. Khashavis and Gerald G. Cain. EDUCATION, volume 99, number 4, pp. 370-374, Summer 1979. Reprint available from UMI.

This article lists a number of approaches which can be used in teaching slow learners. These approaches include child-centered education; establishing classroom rules; using simplified texts and instructional materials; focusing on familiar current events; and use of the unit and inquiry approaches to teaching social studies. The authors also suggest that such activities as dramatic plays, self-directed free time, student research, field trips, and debates can be successfully implemented with slow learners.

EJ 203 871. "Teaching the Third World to Slow Learners," by Peter Clabrough. GEOSCOPE, volume 11, number 1, pp. 29-34, Spring 1978.

This article describes a simulation game about the Third World. The author suggests that the game can be valuable to slow learners because it enables them to acquire abstract concepts using a concrete method, induction.

EJ 197 885. "Learning--A Matter of Style," by Rita S. Dunn. EDUCATIONAL LEADERSHIP, volume 36, number 6, pp. 430-432, March 1979. Reprint available from UMI.

This article describes a study in which multisensory learning packages were shown to facilitate the achievement of slow learners who had not progressed with conventional teaching strategies. The idea of multisensory learning packages can be applied easily to the teaching of either elementary or secondary social studies.

EJ 197 061. "Using the Newspaper in the Mainstreamed Classroom," by George P. Gregory. SOCIAL EDUCATION, volume 43, number 2, pp. 140-143, February 1979. Reprint available from UMI.

This article reviews arguments for and against mainstreaming. It suggests ways to use newspapers in elementary mainstreamed social

studies classrooms to teach community affairs, social competencies, safety, and prevocational skills.

EJ 193 310. "Prescriptive Teaching: Delivery Systems for Mainstreaming in Elementary Social Studies," by Howard G. Sanford. SOCIAL EDUCATION, volume 43, number 1, pp. 64-67, January 1979. Reprint available from UMI.

This article outlines the basic components of a prescriptive teaching program: assessment, curricular objectives, and individualized instruction. It also notes the implications of each component for teaching handicapped students in a mainstreamed environment.

EJ 193 308. "Mainstreaming: Democracy in Action," by Ramon M. Rocha and Howard G. Sanford. SOCIAL EDUCATION, volume 43, number 1, pp. 59-62, January 1979. Reprint available from UMI.

The authors contend that mainstreaming can lead to breaking down of stereotypes and enable all citizens to participate as contributing members of society. An elementary unit, "Likenesses and Differences Among People in the Community, Nation, and the World," is introduced to identify similarities and minimize differences among individuals.

EJ 176 389. "A Handicapped Kid in My Class," by Peter Leone and Paul Retish. SOCIAL STUDIES, volume 69, number 1, pp. 18-20, January/February 1978. Reprint available from UMI.

The authors suggest adaptations of curriculum and awareness activities to prepare for the arrival of handicapped students who are to be mainstreamed into the general public school environment.

EJ 180 263. "Social Studies for Students with Reading Difficulties," by Sandra Potter. SOCIAL STUDIES, volume 69, number 2, pp. 55-64, March/April 1978.

This article describes various types of guides which teachers can use to assist students with reading, thinking, and reviewing. It discusses topics such as rewriting material, using the textbook as a guide, reinforcing learning, and creating world recognition issues.

STUDENT AND TEACHER MATERIALS

Print and audiovisual materials for students and teacher resources follow. Information for ordering materials is provided in each annotation. Please write directly to the publisher for more information.

STUDENT RESOURCES

AMERICAN ADVENTURE SERIES, by Ira Peck and others. 1983. Grades 8-12. Reading level, grade 7.

Steck-Vaughan Company
P.O. Box 2028
Austin, Texas 78768
Price: 4 texts, paperbound, 176-224 pp, $4.45 each; 4 teacher's guides, paperbound, $4.50 each; 4 spirit masters sets, $20.00 each.

This series of four short books (A NATION CONCEIVED AND DEDICATED; OLD HATE, NEW HOPE; COMING OF AGE; and YESTERDAY, TODAY, TOMORROW) can provide the basis for an American history course for 8th-grade students of mixed ability and high school students with lower reading abilities. The short chapters (four pages each), clear, direct language, and highlighting of dramatic episodes and personalities make the books usable with students having varying interests. Sound filmstrips with records or cassettes are available for each book for $99.50 each.

BASIC ILLUSTRATED HISTORY OF AMERICA. 1976. Grades 7-9.

Pendulum Press, Inc.
Academic Building
Saw Mill Road
West Haven, Connecticut 06516
Price: 12 paperbacks, 12 color filmstrips, 12 cassettes, 12 posters, $275.00.

These high-interest/low-reading-level materials are designed to introduce students to American history from 1500 to 1976. The student books are

printed in comic book format and portray events through their impact on ordinary American families. They also contain student exercises such as factual questions and vocabulary studies. The filmstrips and the posters use dialog and illustrations from the books. All kit components can also be purchased separately.

THE BIG BOOK OF PEOPLE AND WORDS, by Sandra Nina Kaplan and others. 1976. 78 pp. Grades 3-6.

Scott Foresman and Company--Goodyear Books
1900 E. Lake Avenue
Glenview, Illinois 60025
Price: $15.16.

THE BIG BOOK OF PEOPLE AND WORDS contains hands-on, ready-to-use posters, games, and activity cards which emphasize affective learning for elementary-grade students of all ability levels. The book is designed to help students form generalizations about people and to help them express their thoughts and feelings about themselves and others. The activities can be integrated into the regular social studies curriculum, or individuals or small groups of students can work on them independently.

CRIME AND THE LAW: A LOOK AT THE CRIMINAL JUSTICE SYSTEM, by Maxine Phillips. 1981. 64 pp. Grades 6-12. Reading level, grades 4-5.

Social Studies School Service
10,000 Culver Boulevard
P.O. Box 802, Dept. 12
Culver City, California 90230-0802
Price: $2.95.

This book is designed to introduce low-level readers to the criminal justice system, from arrest and arraignment to trial and sentencing. Each chapter contains a summary of information, a list of terms to know, and marginal subject titles as well as case histories, photographs, and charts.

THE EARTHPEOPLE ACTIVITY BOOK: PEOPLE, PLACES, PLEASURES, AND OTHER DELIGHTS, by Joe Abruscato and Jack Hassard. 1978. 167 pp. Grades 7-9.

Scott Foresman and Company--Goodyear Books
1900 E. Lake Avenue
Glenview, Illinois 60025
Price: $11.16.

This is an activity-oriented, creative, supplementary social studies book for junior high students of varying ability levels. It contains a variety of activities which focus on all aspects of the social sciences and emphasize active student involvement in creative and thought-provoking ways.

ECONOMICS: BASIC COMPETENCY SKILLS. 1981. Grades 6-12. Reading level, grade 6.

Social Studies School Service
10,000 Culver Boulevard
P.O. Box 802, Dept. 12
Culver City, California 90230-0802
Price: 24 spirit duplicating masters, $8.95.

These exercises review basic vocabulary terms and concepts of economics such as free enterprise, supply and demand, and inflation as well as personal economic topics such as credit and savings and loan institutions. The multiple-choice and fill-in activities are illustrated and emphasize how economic issues affect our daily lives.

EXPLORING AMERICAN CITIZENSHIP, by John R. O'Connor and Robert M. Goldberg. 1980. 448 pp. Grades 7-12. Reading level, grade 7.

Globe Book Co., Inc.
50 W. 23rd Street
New York, New York 10010
Price: Text, hardbound, $7.44; teacher's guide, paperbound, 54 pp, free; workbook, paperbound, 76 pp, $1.50.

EXPLORING AMERICAN CITIZENSHIP is a civics text designed for use with junior and senior high school students of average or below-average ability. The text's controlled reading level, reading aids such as advance organizers and short chapters, and emphasis on basic skill development make it particularly suitable for use with students who have reading problems.

FIRST BOOKS OF AMERICAN GOVERNMENT, by Harold Coy, Henry Gilford, and Cass R. Sandak. 1981 (rev. ed.). Grades 9-12. Reading level, grade 4.

Franklin Watts, Inc.
730 Fifth Avenue
New York, New York 10019
Price: 5 books, $7.90 each.

This series of books focuses on the different branches of the American government. The text is

written at a fourth-grade reading level and presented with photographs, diagrams, and human interest stories. The titles in the series are: CONGRESS, THE SUPREME COURT, THE WHITE HOUSE, THE EXECUTIVE BRANCH, and THE FIRST BOOK OF PRESIDENTS.

ENJOYING WORLD HISTORY, by Henry Abraham and Irwin Pfeffer. 1977. 467 pp. Grades 9-12.

Amsco School Publications, Inc.
315 Hudson Street
New York, New York 10013
Price: $5.20.

This supplementary world history book covers political, social, intellectual, scientific, and industrial developments from the Roman empire through the present. Ninety-one fictional stories present historical content and reflect the feelings of characters involved in various historical periods. The stories are designed to motivate high school students with low reading ability and low interest in history.

FOUNDATIONS IN HISTORY, developed by Opportunities for Learning. 1978-1980. Grades 7-12. Reading level, grade 4.

Social Studies School Service
10,000 Culver Boulevard
P.O. Box 802, Dept. 12
Culver City, California 90230-0802
Price: 4 booklets, $4.95 each; teacher's guide, $5.50.

These four American history workbooks are geared to junior and senior high students with limited reading ability. They include time lines, numerous illustrations, maps, and interesting activities combined with a factual text written at a fourth-grade reading level. The titles in the series are: BUILDING A NATION, ROAD TO DISUNITY, A NATION GROWS, and MODERN AMERICA.

A MULTIETHNIC CURRICULUM FOR SPECIAL EDUCATION STUDENTS, by Susan H. Kamp and Philip C. Chinn. 1982. 64 pp. Grades 1-6.

The Council for Exceptional Children
Publication Sales
1920 Association Drive
Reston, Virginia 22091
Price: $7.50.

This curriculum is designed to help students develop a sense of appreciation for their own ethnic identity and the ethnic heritage of others. It is designed for mildly retarded and learning disabled elementary students and their nonhandicapped classmates. The five curriculum units, 22 lesson activities, worksheets, and handout materials are developed around the concepts of identity, communication, lifestyle, immigration and migration, prejudice, and discrimination.

REACHING OUT: A STORY ABOUT MAINSTREAMING. 1982. Grades 3-6.

Walt Disney Educational Media Company
500 S. Buena Vista Street
Burbank, California 91521
Price: 16mm film, $290.00.

This 13-minute film follows Mary, a 10-year-old with multiple handicaps, as she enters a regular classroom for the first time. The film explores Mary's feelings as well as the reactions of her nonhandicapped classmates. The difficulties and rewards of mainstreaming are emphasized.

RICK, YOU'RE IN: A STORY ABOUT MAINSTREAMING. 1981. Grades 7-12.

Walt Disney Educational Media Company
500 S. Buena Vista Street
Burbank, California 91521
Price: 16mm film, $399.00.

This 19½-minute film portrays the experiences of Rick Rehout, a high school senior, as he enters

a regular school for the first time. The film was developed to help nonhandicapped viewers understand the problems of the handicapped and to assist teachers in welcoming handicapped students into their classrooms.

SOLVING LIFE PROBLEMS IN GOVERNMENT AND LAW. 1980. Grades 9-12. Reading level, upper elementary.

McGraw-Hill Book Co.
1221 Avenue of the Americas
New York, New York 10020
Price: 3 books, paperbound, $5.95 each.

The three levels of this workbook program were designed to present practical information about civics and law and to develop verbal, problem-solving, and test-taking skills. The volumes have an upper elementary reading level and numerous illustrations. They were designed to be used in adult education, ESL, and remedial high school programs.

STAMP AND STORY WORKBOOKS, by Joel Legunn. 1979-1980. Reading level, grade 2.8.

Janus Books
2501 Industrial Parkway, West
Hayward, California 84545
Price: 4 books, paperbound, $3.10 each.

These four workbooks use postage stamps to introduce students to topics in American history. Large reproductions of stamps are accompanied by a description of the subject and its importance. Additional activities aid reading comprehension, familiarize students with social studies concepts, and stimulate students to make judgments. The format is designed to appeal to older students, but the text is written at an elementary level. The titles of the booklets are: HIGHLIGHTS OF AMERICAN HISTORY BEFORE 1850, HIGHLIGHTS OF AMERICAN HISTORY AFTER 1850, FAMOUS AMERICANS BEFORE 1860, and FAMOUS AMERICANS AFTER 1860.

U.S. HISTORY CHALLENGES FOR EVERYONE, by Karen and Fred Geswein. 1981. 145 pp. Grades 5-9.

Social Studies School Service
10,000 Culver Boulevard
P.O. Box 802, Dept. 12
Culver City, California 90230-0802
Price: $9.50.

This book contains puzzles for the less able, average, and very gifted student. The reproducible activities focus on maps, presidents, inventors, folklore, and a variety of other American history topics.

WHERE HAVE WE BEEN ALL THESE YEARS?, by Barbara Nesbitt Slater. 1981. Grades 7-12. Reading level, grade 7.

Paul S. Amidon and Associates, Inc.
1966 Benson Avenue
St. Paul, Minnesota 55116
Price: 4 texts, paperbound, 57 to 82 pp, $3.60 each or $12.75 for set; teacher's guide, bound in 3-ring notebooks, 1,083 pp, $68.50.

This four-part U.S. history program was written by the former director of a state special education resource system for use with secondary students who cannot read standard text material. It is written in an informal style at a controlled grade 7 reading level, and it contains reading aids and numerous illustrations. In addition to covering traditional U.S. history content, it provides information which most texts assume was gained at an earlier grade.

YOU ARE THE JUDGE, by Michael Lipman. 1981. Grades 9-12. Reading level, grades 4-5.

Academic Therapy Publications
20 Commercial Boulevard
Novato, California 94947
Price: 2 books, $4.00 each.

Both 80-page volumes contain 12 actual court cases and ask students to rule who is guilty and

innocent. Each case consists of a narrative of the facts and testimony, a sheet to help students balance the rights and duties of both sides, and a student opinion sheet.

TEACHER RESOURCES

ASSESSMENT, PLACEMENT, AND PROGRAMMING OF BILINGUAL EXCEPTIONAL PUPILS: A PRACTICAL APPROACH, by Maximino Plata. 1982. 50 pp.

The Council for Exceptional Children
Publication Sales
1920 Association Drive
Reston, Virginia 22091
Price: $7.50.

This guide was written to assist regular and special education teachers who work with bilingual students. It includes data for appropriate placement, a self-check on nondiscriminatory assessment procedures, guidelines and criteria for programming, and instructional strategies.

BILINGUAL SPECIAL EDUCATION RESOURCE GUIDE, by Carol H. Thomas and James L. Thomas. 1982. 192 pp.

The Oryx Press
2214 North Central at Encanto
Phoenix, Arizona 85004
Price: Contact the publisher.

This guide contains a variety of articles and resources that deal with the educational needs of bilingual special children. It contains lists of information sources, funding agencies, publishers of special materials, and teacher-training programs, as well as a directory of persons who have developed informational workshops or special services for those working with this population.

CLASSROOM PRACTICES 1980-1981--DEALING WITH DIFFERENCES, by Gene Stanford and the National Council of Teachers of English Committee on Classroom Practices. 1980. 126 pp.

ERIC Clearinghouse on Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Price: $5.50.

The 24 papers in this collection focus on practices for dealing with disabled and nontraditional students as well as with gifted students.

CURRICULUM FOR TEACHING THE VISUALLY IMPAIRED, by Jane Milnes Rhyne. 1981. 296 pp.

Charles C. Thomas Publisher
2600 S. First Street
Springfield, Illinois 62727
Price: $27.50.

This book contains extensive information to help teachers of blind and low vision children teach specialized skills and curricular areas such as social science, communication skills, daily living skills, and mathematics. The curriculum is organized by type of skill. Task-analyzed and developmentally sequenced goals are presented for each area, as are strategies and materials.

EVERYBODY COUNTS! A WORKSHOP MANUAL TO INCREASE AWARENESS OF HANDICAPPED PEOPLE, by M. J. Ward, R. N. Arkell, H. G. Dahl, and J. H. Wise. 1979.

The Council for Exceptional Children
Publication Sales
1920 Association Drive
Reston, Virginia 22091
Price: 80-pp book of readings, 1 cassette, $13.75.

This workshop is designed to introduce groups of people to the needs and desires of disabled individuals. It provides directions, suggested materials, handouts, and a discussion guide for 25 simulation activities. A cassette, "An Unfair Hearing Test," is included.

THE EXCEPTIONAL CHILD THROUGH LITERATURE, edited by Elliot Landau, Sherrie L. Epstein, and Ann P. Stone. 1978. 304 pp.

Prentice-Hall, Inc.
Educational Book Division
Englewood Cliffs, New Jersey 07632
Price: $8.95.

This volume was designed to help teachers who want to teach positive attitudes toward handicapped individuals. It contains short stories and excerpts from books which present handicapped persons as real people with feelings and concerns. Discussion questions follow each section.

MAINSTREAMING LANGUAGE ARTS AND SOCIAL STUDIES, by Anne Adams, Charles Coble, and Paul Hounshell. 1977. 107 pp.

Scott Foresman and Company- Goodyear Books
1900 E. Lake Avenue
Glenview, Illinois 60025
Price: $10.95.

This guide contains 36 weeks' worth of activities for children with a range of abilities in the elementary mainstreamed classroom. The 180 daily lesson plans allow students to progress at their own speed while working on the same subject and activity.

MULTI-SENSORY EDUCATIONAL AIDS FROM SCRAP, by Kendrick Coy. 1981. 204 pp.

Charles C. Thomas Publisher
2600 S. First Street
Springfield, Illinois 62717
Price: $24.50.

This manual contains ideas and plans for 70 inexpensive, multisensory educational aids that will help variously handicapped children acquire needed skills. All learning tools are simple in design, free from clutter, and appealing to at least two senses. The aids are designed to stimulate psychomotor skills, enhance comprehension of curriculum subjects, and develop self-care.

NOTES FROM A DIFFERENT DRUMMER. A GUIDE TO JUVENILE FICTION PORTRAYING THE HANDICAPPED, by Barbara H. Baskin and Karen H. Harris. 1977. 375 pp.

R.R. Bowker Company
P.O. Box 1807
Ann Arbor, Michigan 48106
Price: $17.50.

This book lists and evaluates more than 400 children's and young adult fiction titles dealing with the physically and mentally handicapped. Entry information includes finding and ordering data, reading levels, and type of disability. An in-depth critical analysis covers content, concept, characterization, and social and psychological perspectives in children's literature portraying the handicapped and suggests criteria for selection.

PREVENTING CLASSROOM FAILURE, by M. Ainscow and D. A. Tweddle. 1979. 205 pp.

John Wiley and Sons, Inc.
Dept. 0346
P.O. Box 063
Somerset, New Jersey 08873
Price: $27.00.

This book contains practical information for regular classroom teachers who have students with mild to moderate learning problems. It begins by examining the shortcomings of the traditional approaches to the problem of slow learners. It then presents an alternative approach based on behavioral objectives, task analysis techniques, and systematic classroom-based continuous assessment.

PROJECT MAVIS SOURCEBOOK SERIES. 1980.

Social Science Education Consortium
855 Broadway
Boulder, Colorado 80302
Price: $15.00.

These sourcebooks were developed as part of Project MAVIS (Materials Adaptations for Visually Impaired Students in the Social Studies). The purpose of the project was to facilitate mainstreaming of visually impaired elementary students in social studies by providing regular classroom teachers with practical information. Titles are: WHO IS THE VISUALLY IMPAIRED CHILD?, ENCOURAGING SUCCESSFUL MAINSTREAMING OF THE VISUALLY IMPAIRED CHILD, TEACHING THE VISUALLY IMPAIRED CHILD IN

THE REGULAR CLASSROOM, SOCIAL STUDIES FOR THE VISUALLY IMPAIRED CHILD, IMPORTANT CONCERNS IN THE EDUCATION OF VISUALLY IMPAIRED CHILDREN, and RESOURCES FOR TEACHING SOCIAL STUDIES IN THE MAINSTREAMED CLASSROOM.

PSYCHOLOGY OF EXCEPTIONAL CHILDREN, developed by Special Learning Corporation. 1979. 704 pp.

Special Learning Corporation
42 Boston Post Road
Guilford, Connecticut 06437
Price: $19.95.

This book of readings is a basic source for the study of disabled and gifted children. The history, causes, diagnosis, and remediation of each specific disability are given along with recent developments and practical applications for the education and guidance of disabled, handicapped, and gifted children.

SOCIAL STUDIES IN THE MAINSTREAMED CLASSROOM, K-6, by Anna S. Ochoa and Susan K. Shuster. 1980. 120 pp.

Social Science Education Consortium
855 Broadway
Boulder, Colorado 80302
Price: $11.95.

This guide is a practical resource for elementary teachers in mainstreamed classrooms. It provides background information about seven kinds of handicapping conditions as well as an analysis of associated learning problems, guidelines for designing effective instructional strategies, an example of an adapted lesson from a basic social studies text, and a list of additional resources.